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AUTHOR Simandle, Sidney
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ABSTRACT

This paper is a list of 11 changing roles and patterns in teacher certification. The list includes the following: (1) there is a trend toward establishing legal councils on teacher certification; (2) professional mechanisms for formulating policy recommendations for teacher certification are as important as actual voting membership on legal agencies for teacher certification; (3) teacher certification continues to focus on requirements for initial entry into a professional position, and may thus be inadequate in encouraging career-long professional improvement; (4) standards for teacher preparation and certification reflect recommendations of professional organizations; (5) the "approved program approach" is followed for certification instead of transcript analysis; (6) state officials are taking the initiative for cooperative efforts with regional and national accrediting agencies; (7) more specific preparation programs are being established; (8) professional organizations tend to restrict latitude at the local school level through state legislation, and later complain about the rigidity of state regulations; (9) teacher education institutions face the challenge of helping teacher education graduates find jobs; (10) there is a built-in deterrent in teacher preparation and certification programs to bringing into schools personnel who have had rich experiences in other fields; and (11) a possible result of anticipated court tests of the teacher preparation/certification process is certification based on a state administered test. (RC)

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CHANGING ROLES AND PATTERNS IN TEACHER CERTIFICATION

Sidney Simandle
Kentucky State Department of Education

1. The traditional decision making pattern has been an advisory council for teacher certification which recommends to a state board of education. There appears to be a trend toward establishing legal councils on teacher certification to work in cooperation with a state board of education or else to work independently as professional licensure boards.
2. Actual voting membership on the legal agency for teacher certification is important to the teaching profession, but equally important are the professional mechanisms for formulating policy recommendations for teacher certification which can be transmitted to the decision making body.
3. Teacher certification continues to focus on the requirements for initial entry into a professional position. Teacher certification may be an antiquated vehicle for policing or encouraging a career long pattern of profeessional improvement.
4. Standards for teacher preparation and certification generally reflect the recommendations of the respective professional organizations. For example, the state and national organizations for school counselors may prepare recommendations for the preparation and certification of school counselors.
5. Few teacher certification offices determine eligibility on the basis of transcript analysis along. The "approved program approach" is followed instead for the certification of

graduates of instate institutions. Reciprocity agreements between states are based on the approved program approach and upon state accreditation processes.

6. State teacher education and certification officials participated in the creation of the National Council for the Accreditation of Teacher Education and continued to support a national professional accrediting agency. State officials are taking the initiative for cooperative efforts with the regional accrediting agencies and the national accrediting agencies.
7. As professional organizations become more influential in teacher education there appears to be the consequence of certificate proliferation--more specific preparation programs for more specific and restricted certification documents.
8. As professional organizations become concerned about abuses of teacher assignment at the local school level the tendency is to seek state regulations and legislation to further restrict the latitude at the local school level. Paradoxically the same organizations are apt to complain a few years later of the rigidity of state regulations.
9. Teacher education institutions now face the challenge of helping the teacher education graduates to find employment. In the present job market, will the hiring officials tend to give preference to a particular type of institution or program? Examples: An NCATE accredited institution versus a non-NCATE accredited institution; a private college versus a public institution; a CBTE program versus a traditional program; a field centered experiential type program versus a campus based program, etc.

10. Teacher preparation and certification programs are designed with the notion of taking a person with no previous preparation or experience and developing this person to a point of minimal competency for entering a particular professional position. Generally speaking, state teacher certification has not provided for the recognition of proficiency or competency gained through unusual types of preparation and experience; consequently, there is a built-in deterrent to bringing into the elementary and secondary schools personnel who have had rich experiences elsewhere in business, industry, military service, etc.

11. We can anticipate court tests of the teacher preparation-certification process. One possible result could be a regression to the days when teacher certification was based on a state administered test for each applicant.